



## Pupil Premium Strategy Statement: 2020\_2021 Charleton Church of England Academy

### ACADEMY OVERVIEW

Metric	Data
Academy name	Charleton Church of England Academy
Pupils in school	60
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£14,795
Academic year or years covered by statement	20/21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Miss K Coombe
Pupil premium lead	Miss K Coombe
Governor lead	Mrs J Cardrick

### DISADVANTAGED PUPIL PROGRESS 2019-20 - NO DATA DUE TO C19

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

### DISADVANTAGED PUPIL PERFORMANCE 2019-20 - NO DATA DUE TO C19

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1	To close the attainment gaps due to COVID 19 in English, Maths and Phonics by ensuring a recovery curriculum is implemented across the academy.

Priority 2	To ensure that there is rigour in the teaching of Reading and Writing throughout the school, allowing pupils to develop fluency and a strong authorial voice whilst also re-building their stamina. This will aid their access to the rest of the wider curriculum
Barriers to learning these priorities address?	<ul style="list-style-type: none"> <li>- Ensure that no learning is lost and children catch up and then keep up with teaching and learning</li> <li>- Effective CPD is in place to ensure that we have highly skilled teachers and support staff so that progress can be accelerated.</li> <li>- Time is given to ensure quality interventions take place.</li> </ul>

#### TEACHING PRIORITIES FOR 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 88% Expected in Reading and Progress to be Above Average.	Sept 21
Progress in Writing	KS2 88% Expected in Reading and Progress to be Above Average.	Sept 21
Progress in Mathematics	KS2 88% Expected in Maths and Progress to be Above Average.	Sept 21
Phonics	90 % Achieve national average expected standard in PSC	Sept 21
Other	Attendance of disadvantaged pupils to be at least 96.4%	Sept 21

Measure	Activity
Priority 1	To implement a remote curriculum to maintain the quality of education for all children whether they are able to access school or remain at home, including use of Google Classroom. Remote feedback to ensure learning progresses and gaps are closed.
Priority 2	To ensure that Reading is taught consistently and robustly across the school including in RWI lessons: supported by interventions in both small groups or 1:1 in both Key Stages where necessary.

<p>Barriers to learning these priorities address</p>	<p>Teaching and remote learning are ensuring that gaps and misconceptions in children's learning that may have occurred during school closures are closed or are closing.</p> <p>Parental access to laptops etc in order to access remote learning if required.</p>
<p>Projected spending</p>	<p>£5000</p>

#### TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To identify gaps using focused assessment and establish bespoke interventions, including 1 to 1, small groups and universal provision are in place to address gaps in learning to ensure accelerated progress.
Priority 2	To ensure that precision teaching is used with targeted small groups and in 1:1 sessions. This will ensure that individual needs are fully met.
Barriers to learning these priorities address	<p>These approaches address gaps in learning that may have become exaggerated or widened during school closures.</p> <p>They will support pupils to develop confidence and resilience when learning and build stamina for pupils' writing.</p>
Projected spending	£5000

#### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<p>To ensure that attendance is maximised with and that an ambitious target of 98% is set for eligible pupils</p> <p>Class teachers and leaders will use up-to-date attendance data to take action quickly, both to challenge and support families.</p> <p>The clear remote learning plan will support pupils who are absent due to infection or isolation. Links between home and school will be purposeful and planned</p> <p>Attendance is celebrated and valued by all stakeholders with weekly and ½ termly rewards</p>
Priority 2	<p>To ensure that the children's mental health and well-being needs are fully met in the school environment.</p> <p>Children will be given a toolkit of strategies to ensure that they build resilience in their mental health and remain 'mentally fit'.</p>
Barriers to learning these priorities address	Attendance of eligible pupils is in line or above the national average and the % of eligible pupils who are

	<p>persistent absentees is reduced to be below national averages</p> <p>Eligible pupils will be supported to be fully engaged, resilient learners</p>
Projected spending	£4795

#### MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and PDMs . Where possible release staff in order to take part in online training.
Targeted support	Ensuring enough time for school maths-lead to support and coach teachers in Mastery and Number Sense approach.	Maths Lead to use leadership time for incremental coaching with a Maths focus. Maths Lead to work alongside Maths Hub TRG.
Wider strategies	Engaging the families facing most challenges	Engage with Early Help locality teams, Childrens' Services and other agencies to seek wider support for families.

JULY 2021 Review

Area	
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<p>Teaching</p>	<ul style="list-style-type: none"> <li>• The remote learning offer is designed to mirror as closely as possible the curriculum offered in school. Adaptations are made to meet the needs of SEND learners as well as those who may find it harder to access remote learning. Regular support and information is given to parents and carers regarding remote education and how to best support their child. As a result of the rigorous remote learning offer children successfully transitioned back into school and were able to make good progress with their learning. For example, in phonics children met the progress expectations for their year group.</li> <li>• Whole class reading is now embedded across all classrooms and is monitored through regular coaching for all teachers. New teaching staff are supported to implement the approach.</li> <li>• RWINC is carefully monitored through RWINC development days, fortnightly coaching sessions for all RWINC teachers and at least 6 weekly analysis of groupings and progress. Vulnerable children are supported to make good progress through targeted 1 to 1 sessions. Where necessary these are adapted based on specialist advice to meet SEND needs.</li> <li>• The impact of the children's progress and knowledge growing in curriculum areas has been seen in the pupil conferencing that leaders have been doing termly.</li> </ul>
<p>Targeted support</p>	<ul style="list-style-type: none"> <li>• Children have been identified based on their needs which has led to gaps closing more swiftly with needs being met.</li> <li>• Children are targeted with 1 to 1 or small group interventions to ensure they do not fall behind their peers.</li> <li>• Teaching assistants have ongoing professional development and regular coaching to ensure they are able to implement best practice. Examples of professional development include; training in precision teaching, autism in the classroom, RWINC phonics, EYFS pedagogy training, dyslexia training and Lego therapy. This has given them a toolkit to support the needs of the learners alongside their ISPs and teacher AFL.</li> <li>• The approach taken helped to transition children with high needs back into classes after lockdowns. The autism in the classroom training has helped any children with high needs to be more successful in the classroom and access learning more frequently beside their peers.</li> <li>• Expert support from Educational Psychologists and Trust SENDcos has helped staff in classrooms with SEMH and Autism needs to put in new strategies and have a greater understanding to support and engage learners and ensure that their classrooms are inclusive for all children. The impact has been a more inclusive culture to meet the needs of the targeted children.</li> </ul>
<p>Wider strategies</p>	<ul style="list-style-type: none"> <li>• Attendance this year has been unsettled due to lockdown and isolation periods. However, data shows that as a result of clear processes and empowered staff leading attendance in their classrooms that attendance is improving across the school. This means that more children are in school learning for longer.</li> <li>• Fortnightly meetings are held to track and manage behaviour including looking at support required for vulnerable families.</li> </ul>

